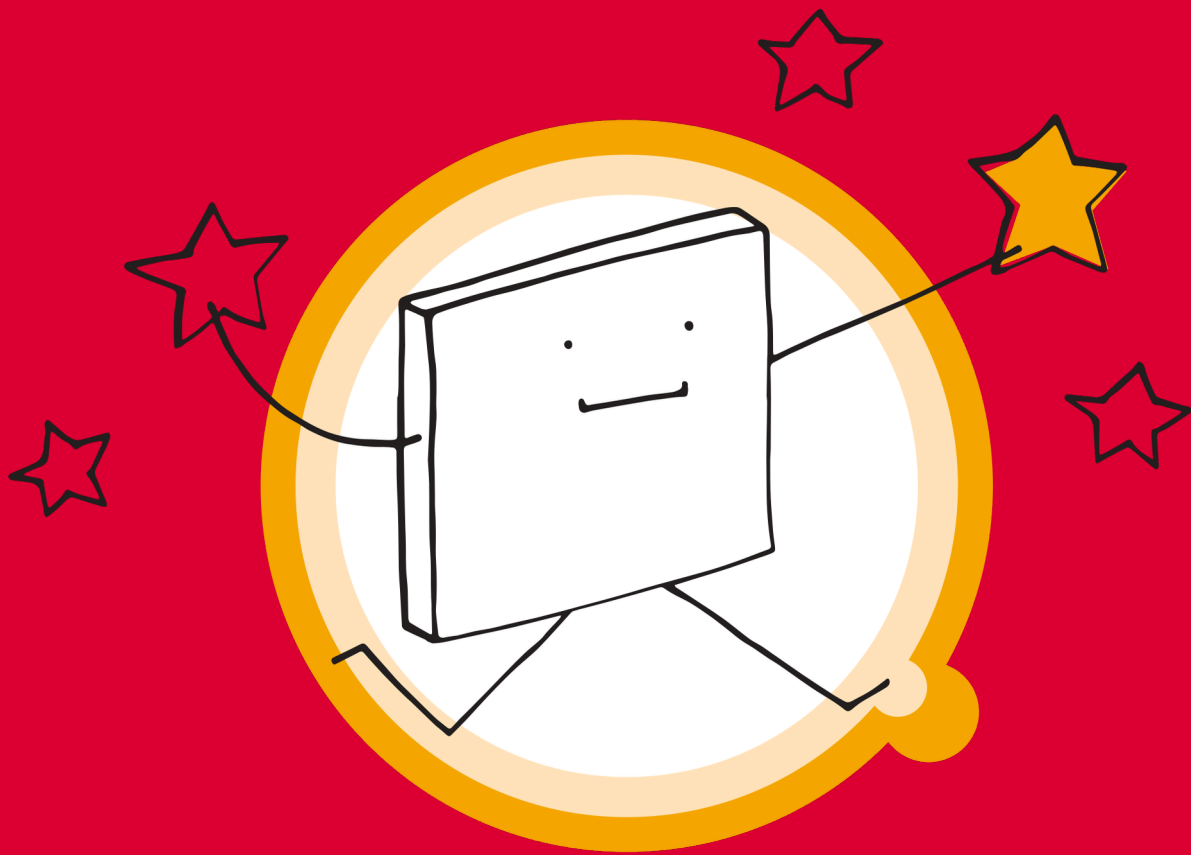


The EPIC Strategy booklet: A Free guide for parents/carers of Early Years children

These strategies apply to all children,
but are particularly relevant for children who may have
neurodevelopmental difficulties.



**Edinburgh Psychoeducation Intervention
for Children and Young People[®] (EPIC)**



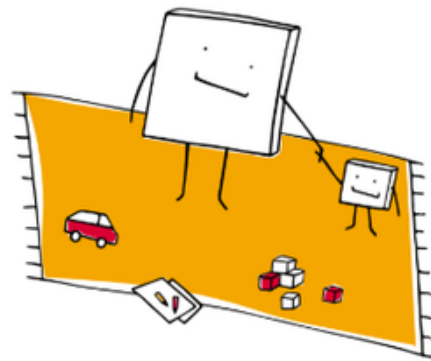
EPIC Booklets

This is the **EPIC Strategy** booklet for **parents of neurodivergent children**

There are two types of EPIC booklets:

- 1) The EPIC Understanding booklets (please read that first)
- 2) The EPIC Strategy booklet (use this one second)

EPIC Website
www.epicthinklearn.com



Our parent subscription contains more information, as well as live and pre-recorded sessions to support your everyday family life. See <https://epicthinklearn.com/parents-join-epic/> for more info.

There are also additional articles, resources and research summaries on the EPIC Website www.epicthinklearn.com

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Notes on terminology

Executive functions: a set of thinking skills that include organisation, self-control, self-monitoring, working memory, time management, flexible thinking and planning.

Difficulties with executive function can make it hard to focus, learn, follow directions, and handle emotions.

Working Memory: sometimes called short-term memory, is the mental workspace where you hold and organise information for a brief time.

Inhibition Difficulties: difficulty with avoiding distractors and generally controlling responses (e.g., gets distracted by noises outside, struggles to stop and think before speaking/taking action, finds it hard to wait their turn).

Some children have **sensory processing differences**.

Sensory avoiding: finding bright light, noises, smells, tastes and textures uncomfortable, overwhelming, or painful e.g. leaving the room when it is too loud.

Sensory seeking: being under sensitive to input and look for more sensory stimulation. Sensory input can help children regulate their sensory processing system and then engage with learning e.g. fidget spinner, or wiggle chair.

A lot of children have a combination of both.

Introduction

Who is EPIC for?



The principles of EPIC apply to all children but are particularly relevant to children who have been diagnosed or who are **suspected to have neurodevelopmental difficulties and conditions** such as, Attention-Deficit Hyperactivity disorder (ADHD), Autism, Dyspraxia/DCD, Foetal Alcohol Spectrum Disorder (FASD) and those born prematurely. They may also help a child who needs extra support but did not receive a diagnosis.

EPIC strategies **can benefit not only neurodivergent children, but also the rest of the family**, by maintaining a positive environment and supporting everyone's understanding.

At the heart of the EPIC approach is **understanding your child's individual strengths and difficulties** regardless of age, gender, or diagnosis.

Co-occurrence of neurodevelopmental conditions is common e.g. when a child receives two or more diagnoses such as both ADHD and autism. It is also very common for a child to receive one diagnosis and have traits of another, that might not be diagnosed but still impacts how they learn and interact.

This booklet is mainly applicable **for 3-5 year olds**. We have a different version for primary school children, which can also be adapted for adolescents.

Remember children aged 3–5 develop at different rates and may be at very different stages of learning. With this in mind, we've included a variety of activities, some of which may not be developmentally suitable for your child, as children within this age range can vary significantly in their skills and abilities.

EPIC strategies can not only help with life at home and the educational setting, but can have transfer effects onto other areas e.g. playing with friends, following routines and exploring new learning experiences through play.

Introduction

Should the same strategies be used with every child?



No. EPIC involves an individualised approach to child development that aims to facilitate learning and positive well-being in children and young people. You should select an area to develop, based on what your child is struggling with.

When can parents use the booklet?



A parent/carer can use these materials at any time. We encourage you to look ahead and plan these activities / topics into your weekly family timetable/calendar. The EPIC materials are very flexible and can be used in a variety of ways.

How else might this booklet increase understanding?



While you may begin to read this guide with one child in mind, we hope these strategies will help positively impact your whole household. For example, you may realise that a sibling has similar challenges or that the whole family could benefit from implementing a strategy.

Introduction

How to use the strategies



1. **Identification:** Please read the EPIC ‘Understanding strengths and difficulties of neurodivergent early years children’ booklet, before you start using this booklet. It will help you identify your child’s individual strengths and difficulties.

If you are unsure, playing some of the games /activities listed in this booklet may help you to work out the underlying difficulty. Sometimes a child can seem like they are struggling with attention but really it is a memory problem or sensory issue.

2. **Understanding for your child:** Some parents are already using these strategies. We are suggesting them as particularly important for children with difficulties.

We encourage you to talk to your child about them. Guiding your child to pause, notice, and reflect gradually builds the skills they need to manage their emotions, feel more in control and respond positively in everyday situations.

For children with limited language, communication can still happen in many ways. They might use PECS, a choice board, gestures to share their needs, preferences and feelings.

3. **Practise:** Doing the activities encourages your child to practice thinking skills that are not necessarily automatic to them such as the need to stop and think, and figure out what is distracting them.

4. **Personalisation:** We encourage parents to develop their own games personalised to their child e.g. games with a toy they like.

Which area to develop?

Before choosing which strategies to try out with your child / children, think about:



Which area would you like to focus on developing?

Planning ahead

Staying focused

Adapting to sensory changes

Following instructions

Sitting still for a long time

Communicating

Processing Emotions

Thinking before they speak

Sleeping

Remembering to use a strategy

Thinking flexibly

Controlling impulses

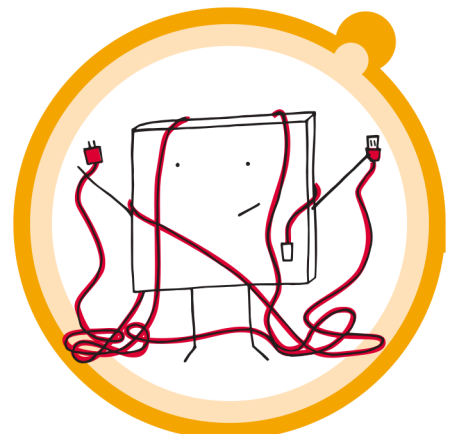
Waiting their turn

Starting or finishing a task

Remembering things

Moving from one task to another

Making Friends



Which area to develop?

These things can sometimes get in the way of...

Learning
activities

Listening or
paying attention

Knowing how they/
the people around
them feel

But...

Understanding the **thinking processes** behind these difficulties can help both **you, as a parent/carer, and your child** identify and then manage their difficulties. It is important to try to understand why sometimes a child may display challenging behaviours.

For example, sensory overload or needing a movement break may have caused feelings of distress. Recognising and reducing (or removing) triggers can support your child's wellbeing.

Next, we are going to explore some factors that underlie learning difficulties and affect well-being. We will pair the difficulties with strategies that can help manage and resolve them.

Remember children aged 3–5 develop at different rates and may be at very different stages of learning. With this in mind, we've included a variety of activities, some of which may not be developmentally suitable for your child, as children within this age range can vary significantly in their skills and abilities.

Inhibition

Starting a task – being prepared

Before your child starts a task or activity, it is important to **stop and think**. Encourage your child to think about what equipment or materials they will need. They can plan out what they are going to **need** alongside what they are going to **do**.

Starting a task – distractors

Some children find it hard to **Stop and Think** because they find it difficult to ignore distractors. Responding to distractors can feel very automatic to the child.

This automatic response to a distractor can result in them bypassing the **Stop and Think** process because they are focussing on something that is not task related.

A key part of starting a task effectively is identifying what may act as potential distractors, this can differ between children.

Think about:

With your child, is it a sensory issue such as being distracted by sounds nearby? Does the distraction reflect something else in the room or outside?

Try using the body scan technique (on the next page of this booklet) it can help your child identify body sensations and other things that are distracting them.

The attention section (page **12**) and games section (page **34 onwards**) of this booklet can also be used to target this difficulty.

Inhibition

Body Scan



Sometimes there can be so much happening, it's difficult for your child to know **how they are feeling** or what they are **finding distracting**.

Your child can be encouraged to try 'scanning' themselves or what is around them. This can make it easier to know **how they are feeling** or what they are **seeing, hearing and smelling**.

A simple body scan involves just thinking about each part of the body in turn e.g. ask them to think about their toes. What can they feel? Is anything uncomfortable? Move up their body stopping at legs, tummy, arms, chest and head.

Creative Body Scan

Ask your child to lie down on a large sheet of paper and draw around their body (or you could do it with chalk outside)

Ask them to draw or colour where they feel different things. Maybe red on their feet because they stomp when they are angry. Or yellow scribbles on their tummy for when they feel scared.

Chat about what they are drawing and why they are putting that colour or shape there.

Attention

Some children find things around them very distracting. This can make it difficult to concentrate on a task.



This could be things they see, noises they hear, or a feeling that they need to move their body. These distractions can become intense and make it difficult to stay on a task.

Some children's attention difficulty can lie in shifting their attention from one part of a task to another.

There are lots of things you can do to help them with this:

1. Getting up and moving around
2. Fiddling with an object
3. Taking a movement break
4. Using attention flexibly: play games/activities

Attention

1. Getting up and moving around

Sometimes a child might feel it is hard to stay sitting for a long time and may need a **movement break**.

There are lots of options for adding movement e.g.:

- Fidget toy
- Do a chore – e.g. take a toy back to their bedroom, get the cutlery out and set the table.
- Act out the character's actions during storytime.

Be open to your child's suggestions too!

You could try to use these options as mini-breaks in your household for all children.

Attention

2. Fiddling with an object

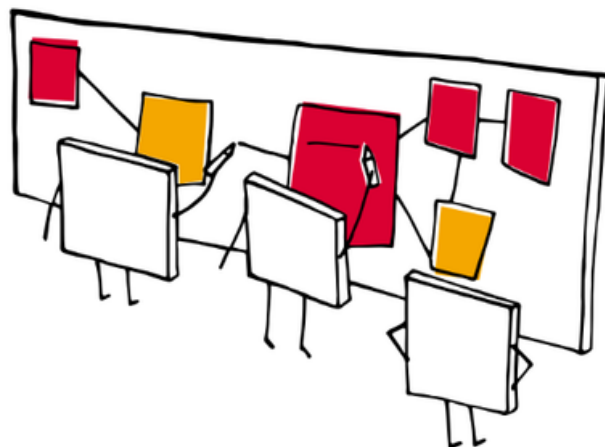
If your child has lots of energy, they might feel like they need to move their arms, legs or move in other ways.

Having an object to fiddle with can be a useful way of managing the distraction of feeling like they need to move.

It is important to choose the right object for your child to fidget with, and to talk to them about when they can use it.

A toy should be chosen that does not distract other children – avoid one that makes any noise or that you find irritating.

Think about whether it will distract your child from the task they are doing. The intention is the opposite but it needs to be the right toy for your child.



3. Taking regular sensory breaks

Sometimes your child will need a **break** from what they are doing or where they are working because the room is becoming over stimulating or they need to get up and move.

This is something that happens to everyone. Some children need more breaks than others.

A sensory break or “brain break” is taking a short break from seated activity. This can help your child to **stay alert, on task, and focused**. For this reason, it is important your child is NOT taken out of the playground time or extracurricular activities.

Try using the body scan activity (page 11) to work out if your child needs a break.

When they learn to recognise in themselves that they need a break, encourage them to ask you and praise them for doing so.



4. Using attention flexibly

Some children's attention difficulty can lie in shifting their attention flexibly from one part of a task to another.

Playing Games for Awareness and Practise.

At the end of this booklet, we detail games and activities to support using attention flexibility.

These games can model for your child how to be flexible with their attention and help them practice so they can complete tasks more efficiently.

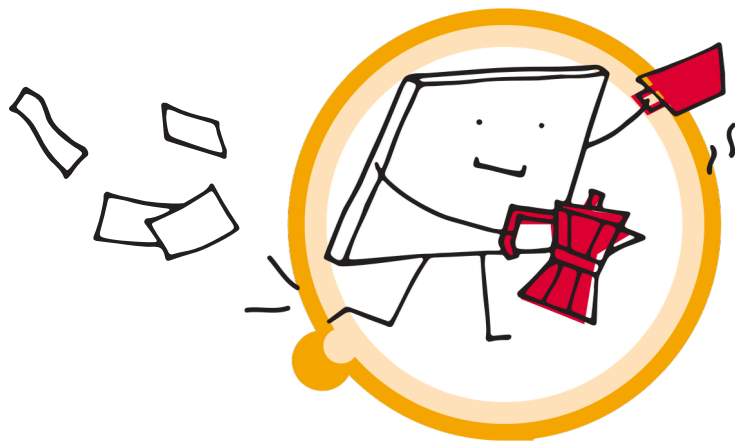
Playing the games may also help your child become aware of and understand their difficulty and learn which strategies they need.

Self-regulation

Some children find it difficult to notice what their body and mind are doing and to adjust to the situation, e.g. to slow down during quiet time or speed up near the end of an activity.

They may also find it hard to notice when they are doing something well or see how they have got better over time.

You can help by gently supporting your child to tune into how their body feels, notice what is happening around them, and practice calming or focusing strategies.



Self-regulation

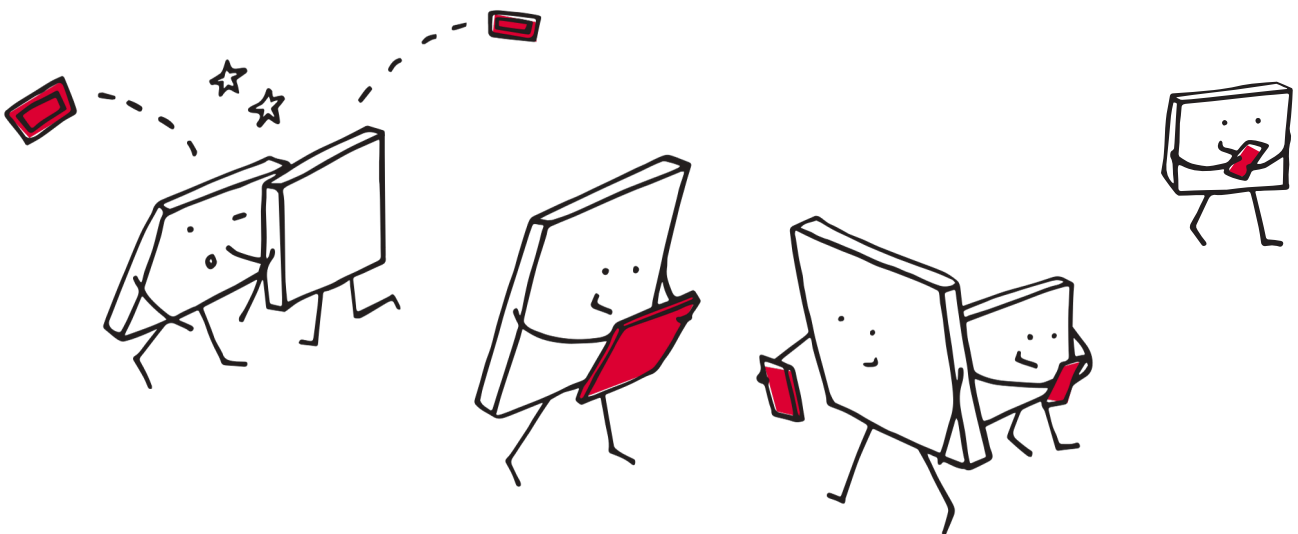
1. Using a timer

A timer can be useful for some children so that they can visually keep track of their progress.



Sometimes if your child knows someone else is timing them, it can make them feel stressed or anxious. Your child having control of their own timer can help them to get used to sticking to time and make it easier when they do not have control of the time.

Young children often find it easier to understand sand-timers or ones that visually show how much time is left.

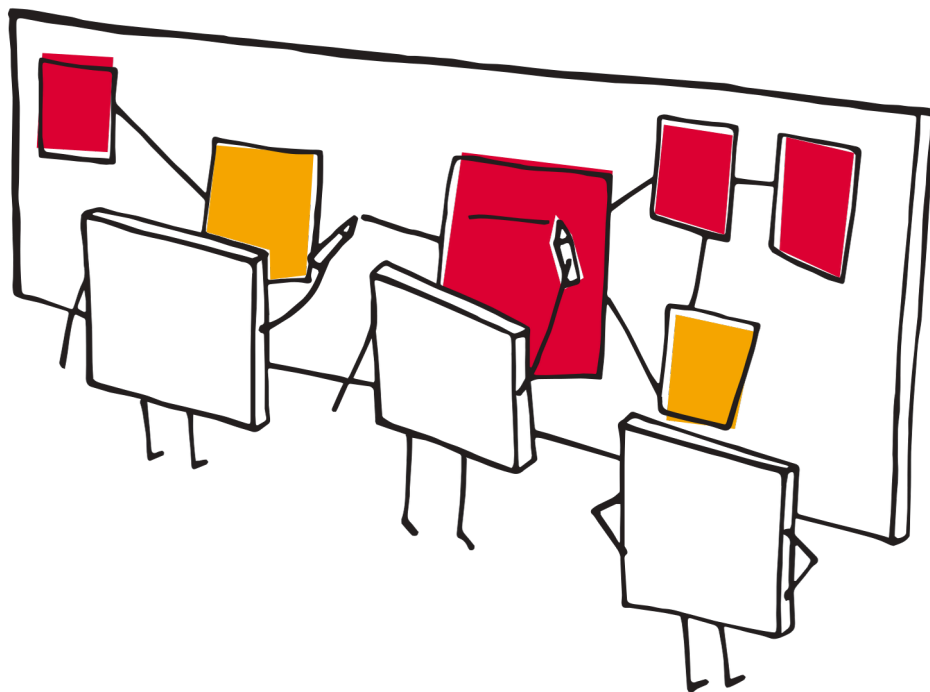


Self-regulation

2. Using a planner or daily chart

Young children are just beginning to learn about time and routines, so using a visual diary or daily chart can help them start to understand what happens during the day.

You can use pictures, drawings or photos to show daily activities such as breakfast, playtime, story time, and bedtime. This helps your child see what comes next and begin to build early planning and time awareness skills.



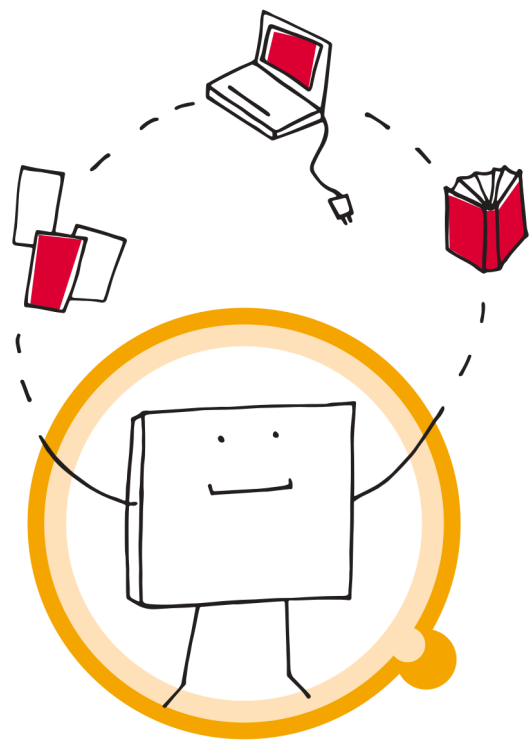
Planning and being organised

Some children “live in the moment” and focus on what is happening now. This means they sometimes find it hard to think ahead into the future.



There are lots of things you can do to help your child plan ahead:

1. Setting goals
2. Step by step planning
3. Mapping it out
4. Using a planner or journal
5. Practising planning



Planning and being organised

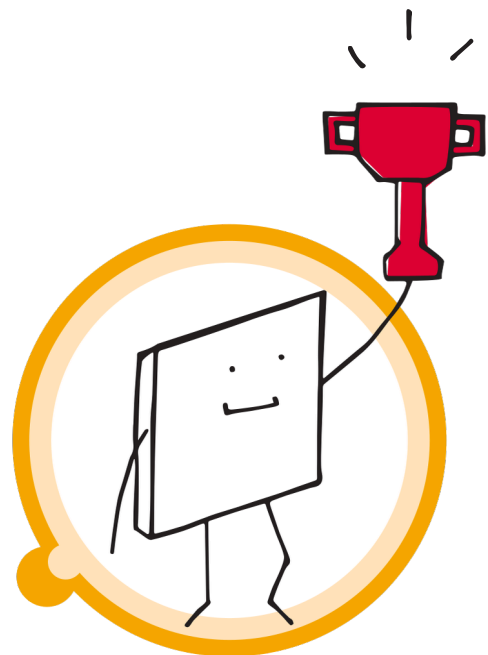
1. Setting goals

Setting goals/targets before starting activities can help your child complete a task.



These goals can act as reminders if they get distracted.

1. Encourage them to focus on just one or two goals at a time.
2. Make sure they are realistic goals that you think they could achieve.
3. Set a realistic time to check in and see how close they are to achieving the goal.



2. Step by step planning

You can encourage your child to break down a task in to smaller, more manageable chunks.



Chunk the task into steps and show them the order they need to follow to reach the end goal.

1. First do this...
2. next do this...
3. then finally do this.

Encourage them to tackle each part one step at a time.

You may wish to begin with just two steps, 'First do this...' 'Next do this....'
Then once your child feels competent, add a third step.

Planning and being organised

3. Mapping it out

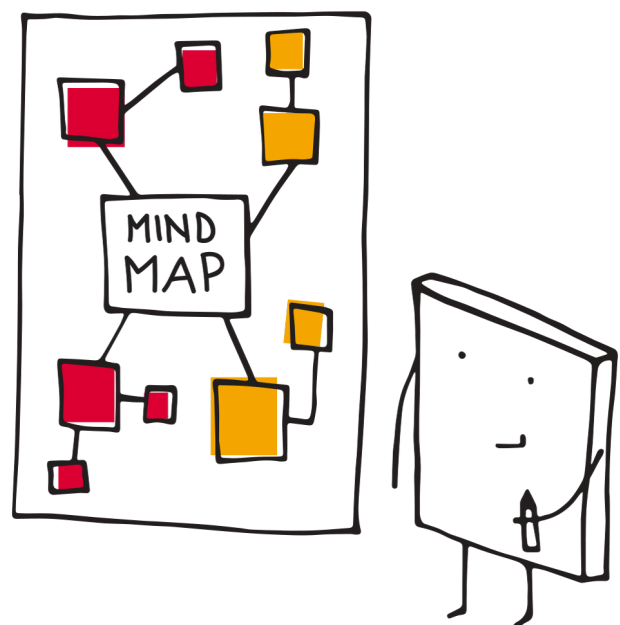
A mind-map is a visual way to organise thoughts and ideas.



A mind-map has a main focus in the middle, with ideas/themes branching out from it. These branches can show the relationships between ideas.

Encourage your child to draw or use stickers or photographs as they think of ideas. You may also find it useful to label their drawings so you can remember too!

You could use a mind-map to plan a day, e.g. write 'Saturday' in the middle and add branches for clubs/activities, food, chores etc.



Planning and being organised

4. Using a visual timetable

A visual timetable is a good way to remind your child what is coming next.

A large calendar and/or daily visual timetable can help the whole family to have a clearer idea of what is going to happen next.

5. Practising planning

Page **36** gives some examples of games and activities which give your child a chance to practise planning.

Activities which involve thinking ahead like baking, plastic building blocks or crafting are a great way for your child to practice planning.



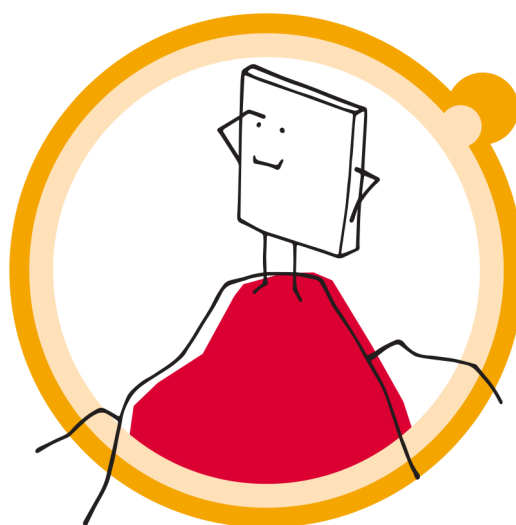
Memory

Some children find it difficult to remember lots of things at once, or they forget things easily.

This can make following instructions difficult if the child can't remember what they need to do next or forget what came before.

There are lots of things your child can do to help themselves with this:

1. Chunking (breaking it down)
2. Using visual reminders
3. Rehearsing or repeating
4. Representing items visually
5. Mental imagery



Memory

1. Chunking (breaking it down)

Chunking is breaking down or grouping information to make it easier to manage.



Chunking allows your child to take smaller bits of information and put them together to make more meaningful and memorable wholes. Or to take bigger bits of information and break them down into easier to manage pieces.

Chunking can be used generally to help your child organise themselves such as when following instructions. Sometimes when a child appears not to have paid attention to instructions or seems to get lost half-way through a task, it can actually be a difficulty with memory.

Example: Following Instructions

If your child finds it hard to remember or process instructions for a task, they can chunk it.

1. First do this...
2. Next do this...
3. Then finally do this.

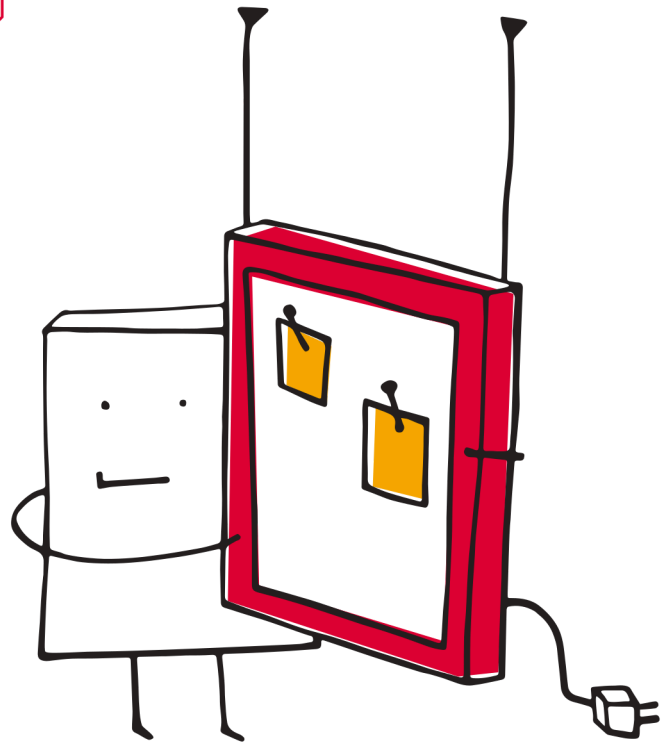
Tackle each part, one step at a time.

Memory

2. Using Visual Reminders

If your child finds it difficult to remember things, you could try using visual reminders such as a small white board or picture chart.

Encouraging your child to have a visual reminder of steps in a task or the different parts of an instruction is a good life skill.



3. Rehearsing or repeating

Rehearsal is a simple memory strategy that involves repeating information in order to get the information processed and stored as a memory.



There are lots of different ways your child can use rehearsal to help at home and at nursery/educational setting. You might already see this when your child learns the words to a favourite nursery rhyme or practises a dance or action game.

However, children with neurodevelopmental conditions may benefit from using repetition to remember the 'how' (instructions) as well as the 'what' (facts) when they are learning.

You can gently remind your child that it's helpful to repeat instructions in their head or ask for a short reminder, even if other children might not need to.

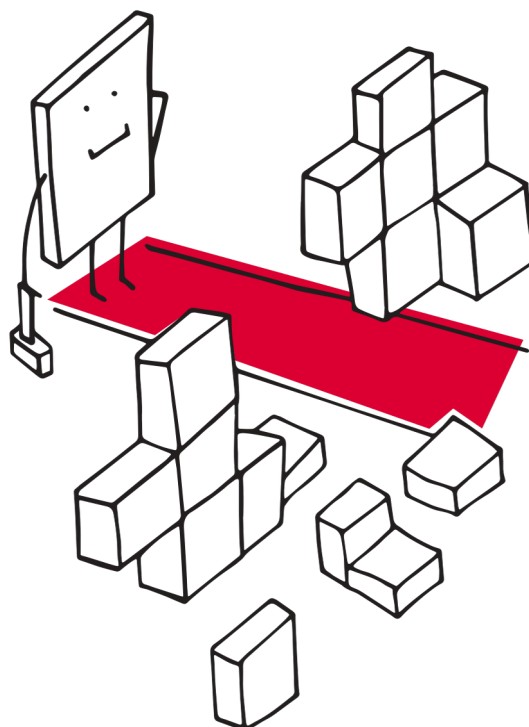
Playing games that use rehearsal can help your child to practice rehearsal (see page 38).

4. Representing items visually (using manipulatives)

If your child finds it difficult to remember things, think about whether visually representing items could be useful.

Examples include using toy figures or plastic building blocks for counting.

Items that are personally of interest to your child may be especially effective to use. Personalisation can help motivate your child to participate.

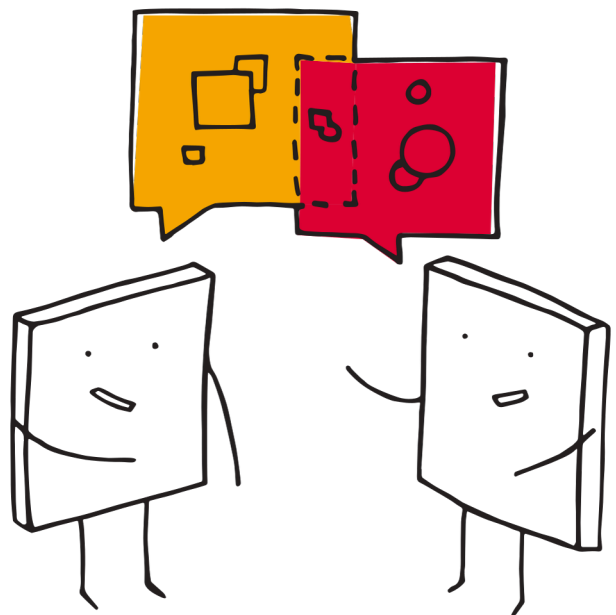


5. Mental imagery

Creating a mental image in your mind to remember an item or a set of items is known to help memory.

An example is remembering lines in a poem or a nativity song.

Encourage your child to picture items in their mind – the more dramatic images they create the better.



Emotions

Reactions to the environment

It is important to be aware and to try to understand why sometimes your child wants to leave the room, not stay seated, or to talk out of turn (sometimes referred to as challenging behaviors). For example, sensory overload or needing a movement break can cause feelings of distress. Recognising and reducing (or removing) triggers can support your child's wellbeing.

Monitoring responses

Some children can **stop and think** when they get upset, before they act. Others find it very difficult to **stop and think**.

Using the car and brakes analogy

You can explain that everyone gets angry, sad, or overwhelmed from time to time. You can use the analogy of a person as a car.

Encourage your child to think of it as some children having good brakes that let them stop and think before they act.

Other children's brakes don't work so well; they might not let them stop at all. We need to improve our brakes by developing internal (thinking) and external strategies to help when our internal ones don't let us stop and think.

Emotions

Supporting emotional well-being

Supporting self-reflection

Encourage your child to use techniques that help them pause their responses and **stop and think**. This gives them time to reflect on what is going on around them, how they are feeling, and how they are responding.

These techniques can be calming and relaxing.

Examples of these strategies are:

1. Body scan (described on page **11**)
2. Breathing (page **41**)
3. Visualisation (thinking of a calm situation)
4. Stretching/yoga poses/tensing and relaxing muscles
5. Grounding technique (page **41**)

Other examples of calming items and toys:

Fidget toys, stress ball (e.g. squishy), listening to music, using ear defenders or a glitter bottle (shake, then watch glitter falling down).

Supporting well-being

Examples of strategies for supporting your child to process their emotions and reframe their thoughts are on page **40**.

More useful activities and games

Active learning examples

- The child using and moving building blocks to represent numbers when counting up to 10.
- Using visual resources e.g. plastic building blocks or toy figures to represent numbers personalised to your child's interests). Repeatedly using the same colour/pattern for a number can help recognition.
- Sprinkle flour/sand across a table or tray and use finger to practice mark making or forming letters (reinforces motor memory).
- Items can also be visually represented using a mini whiteboard, counting toys, story time with books, names on coat peg, and text or symbols throughout the home.
- Singing activities to learn letters (e.g. the alphabet song). Actions songs can help support memory for lots of everyday activities e.g. getting dressed.

More useful activities and games

Thinking flexibly & Planning

Snakes and Ladders – thinking flexibly

Play snakes and ladders as you normally would. Warn your child that when they reach the half-way point, you are going to switch up the rules, so that you go down ladders and up snakes. Reassure that games within EPIC are not about winning; they are about teaching our brain new things.

To simplify the game, you can play on a smaller board and introduce the rule change by showing a direction card, such as an arrow pointing up or down, which is especially helpful for pre-verbal children who can point or gesture to communicate.

Noughts & Crosses – Planning

Noughts & Crosses (aka Tic-Tac-Toe) is a fun game you can play to help your child practice planning and talk about planning.

When you play with them, tell them out loud what your strategy is for winning, and encourage them to do the same to promote strategy use.

Ask them where they think you might place your next piece to promote planning.

Remember to play a few games without doing this as well to keep it fun!

More useful activities and games

Memory games

Tea Towel Memory Game

Place a few items on the table and give your child enough time to look at the objects and to remember them, then cover the objects with a tea towel.

How many can your child remember? Increase the number of objects to increase the difficulty. (This game can also be played with pictures/flash cards instead of physical objects).

Encourage your child to use a strategy to remember the items

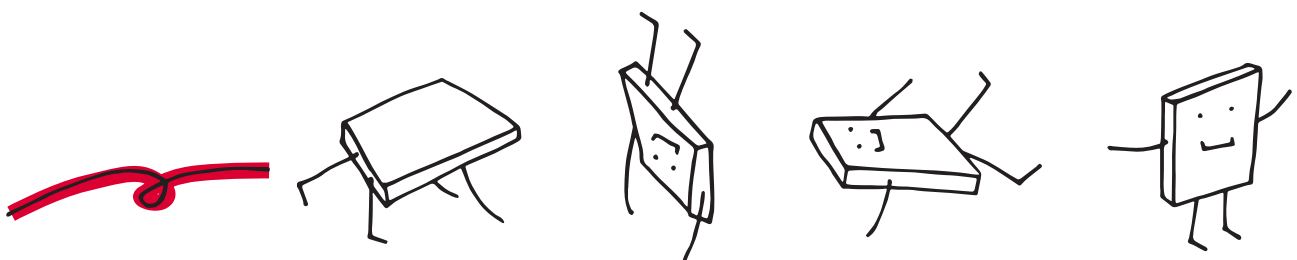
For example: Group them together in meaningful chunks (e.g. by colour) or make up a story to describe all of the items (e.g. the car drove to a restaurant and bought a burger with some money).

The Shopping List Game

One person starts and says “I went to the shops and I bought...” and adds an item to the list. Let’s say they chose “apple”.

The next person says “I went to the shops and I bought an apple...” and adds a new item to the list.

Most people can only remember 5 or 6 at a time!



More useful activities and games

Practice planning

Activities with instructions:

This activity is suitable for any task that needs instructions. Examples include: baking recipes, plastic building blocks, crafting.

Before you start, encourage your child to check:

- What the end goal is (i.e. what are they making?)
- What they need before they can start (e.g. ingredients, equipment)

Take the instructions step by step, covering up every step except the current one if needed. This will help them to ignore information that is currently irrelevant

All of these skills are important for planning. These activities will help your child to think about planning in other contexts.

More useful activities and games

Practising inhibition control

Practising inhibiting an automatic response with ‘Simon Says’

The popular ‘Simon Says’ game can be used to model and practice the ability to stop what your child may experience as an automatic response.

In ‘Simon Says’ your child/children are only to respond with an action instructed by the parent if the instruction starts with ‘Simon Says’. If the instruction is made without ‘Simon Says’ they do not follow the instruction.

When playing the game talk through the difficulties there are in paying attention to the instruction e.g. ‘put your hands in the air’ and responding quickly to that instruction while also paying attention to whether the instruction was preceded with ‘Simon Says’.

Practice the game without encouraging a fast response at first so that the focus is on inhibiting the automatic response at all costs. Speed up the game by encouraging faster responses.

‘Simon Says’ can be simplified by using very short, clear actions such as “Simon says jump” or “Simon says clap,” spoken slowly with exaggerated gestures. To further support with understanding, you can use a visual cue, such as holding up a green card to mean “do the action” and a red card to mean “don’t do it.”

More useful activities and games

Practising remembering sequences

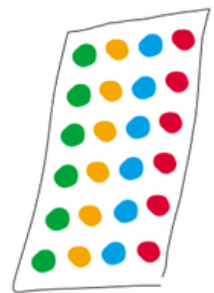
Twistand Turn mat

Lay out the mat and give your child instructions one by one (e.g. right hand on blue, left hand on green)

Then ask them to start again, but this time give them two or three actions in a row to remember before they are allowed to act them out

Talk to them about how we can only hold a certain number of things in memory at once and that it is important to take it one step at a time.

They can start with a sequence they find easy to remember (e.g., two in a row) and then build up to three or four as they improve!



Musical activities

You might practice learning the words to a song or a sequence of dance moves. A sequence of claps can also work.

Once they know the sequence of claps/moves well, try speeding it up for added difficulty.

Using dialogue

Using dialogue to support psychoeducation

We encourage the use of the strategies in this booklet with the adult adding dialogue (conversation) to promote awareness and understanding of difficulties.

The adult can validate the child's experience by saying, for example:

"That sounds tricky."

"Yes, remembering instructions is hard."

The adult can then explain that there are strategies which can help by saying, for example:

"You know, there are things we can do to make it easier. We could draw all the steps of your morning routine and make ourselves a chart."

When you ask a question, give your child time to respond.

If they still haven't answered, offer two options to choose from.

Talking about the importance of things like 'stopping and thinking' can facilitate your child's awareness of their own difficulties and, in time, enable them to select a suitable strategy without an adult's assistance.

It can also be helpful to speak out loud your own thoughts - what you are thinking, feeling and doing- BEFORE you take your next action. What may seem obvious to you may not be to them.

We would suggest avoiding comparison language like

"Do you find this harder than your friends?"

For children with limited language, communication can still happen in many ways. They might use PECS, a choice board, or gestures to share their needs, preferences and feelings.

Supporting well-being

Name that feeling

Look at picture cards, that name and/or describe different emotions.

Encourage your child to express their emotions in another way

Your child may like to use colors to express emotions, like scribbling red for angry or drawing blue waves for happy. You can explain to your child that it is okay to experience a range of emotions, e.g. feeling scared, angry, or sad. This activity can help them express those feelings.

Using a worry monster

Your child can draw their worries and then pop it in the monster's mouth. This helps your child get it off their chest and process what is worrying them.

Supporting well-being

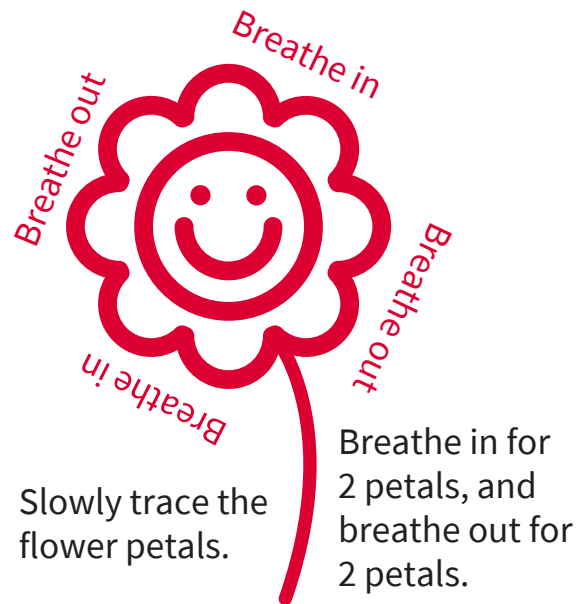
Grounding Technique

Encouraging your child to focus on sensory experiences and their surroundings helps them process how they feel and helps with relaxation.

- 5 Things you can see
- 4 Things you can feel
- 3 Things you can hear
- 2 Things you can smell
- 1 Good thing about yourself

Flower breathing

Encouraging your child to use a visual aid to do deep breathing can help them focus.



The EPIC Strategy Booklet

Edinburgh Psychoeducation Intervention for Children and Young People[©] (EPIC)

A guide for parents and carers of early years children.

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We very much welcome feedback on our resources: please contact: hello@epicthinklearn.com with any comments.

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